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EPDA Institute for Teacher Aides.
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Pasadena City College's Institute for Teacher Aides is a New Careers project to upgrade indigenous nonprofessionals in antipoverty agencies for career-ladder employment as bilingual aides in inner-city/ghetto schools of Greater Los Angeles. Its operating grant, under the Education Professions Development Act, is for two sessions (summer and fall 1969). It proposes to meet the needs (1) of public schools for trained bilingual (and Other) aides to help professionals cope with ghetto school problems; (2) for (re)training in the teaching profession, especially in the use of aides; (3) of nonprofessionals in antipoverty programs. Antipoverty programs are a good way for the poor to enter the growing human service industry and bridge the gap between the professional and those he is supposed to serve. They are a reservoir of qualified manpower. The college already provides in-service education credit as a start up the career ladder and will apply its experience to the present project to upgrade 30 indigenous nonprofessionals already employed in such agencies as Head Start. They will be bilingual, insofar as they speak barrio Spanish and ghetto English. It is assumed that all can be used in the L.A. schools and will be a real test of differentiated staffing as (1) a step in career realization and (2) a way to diminish the conflict between professional and nonprofessional. Other creative and productive aspects of the project are discussed in detail. (HH)

BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT
U. S. Office of Education
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POSITION OR POLICY.

I Title of Project: EPDA Institute for Teacher Aides

II Agencies:

Sponsoring Institution:
Pasadena City College, Pasadena, California

Federal Grant Agency:
Bureau of Educational Personnel Development, U. S. Office of Education

Soft-money Antipoverty Agencies:
Head Start, Follow Through, Neighborhood Adult Participation Program, Los Angeles County CAP agencies; Department of Labor New Careers programs; e.g., Concentrated Employment Program

Compensatory Education Programs:
ESEA; California state funded programs

Hard-money Agencies as Career Employers of Aides:
Public School Districts in Los Angeles County, e.g., Los Angeles City Unified, Temple City Unified, Pasadena Unified, Willowbrook-Enterprise Elementary

Other Segments of Higher Education in California:
The University of California; California State Colleges

III Source of Financial Support:

Education Professions Development Act. Planning grant plus operating grant for two training sessions (summer 1969, fall semester 1969)

IV Purpose and Specific Target Group(s)

Purpose: To meet three needs

1) education needs of nonprofessionals in antipoverty programs (the disadvantaged);
2) particularly acute training and retraining needs in education profession, with focus on effective utilization and training of nonprofessionals;
3) public school need for trained bilingual and other teacher aides/assistants to meet shortage of credentialed personnel qualified to cope with problems of innercity/ghetto schools in Los Angeles County.

Target Groups:

1) indigenous nonprofessionals now employed in soft-money anti-poverty programs;
2) hard-money agency supervisors of nonprofessionals, - in this case supervising teachers, also principals and superintendents of cooperating schools.

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V Brief Overall Description of Program

Summary Description: Pasadena City College's EPDA Institute for Teacher Aides is a New Careers project to upgrade indigenous nonprofessionals in anti-poverty agencies for career ladder employment as bilingual and other teacher aides/assistants in innercity/ghetto schools in the Greater Los Angeles Area.

Rationale: Antipoverty programs can be realistic ports of entry into the labor market for tens of thousands of the poor. In their jobs as nonprofessionals they already find themselves inside the door of one of the most rapidly growing industries in the United States today, the human services.

In the meantime, there is the increasingly ominous shortage of certificated, credentialed professionals in the human services. Also there is the widening communications gap between the professional and the target group he has been trained to serve, particularly the poor. All in all the time has come to take a good hard second look at indigenous antipoverty nonprofessionals as a reservoir of needed, and qualified, manpower.

Feasibility: Through its urban community development program, Pasadena City College has provided inservice education for credit to hundreds of non-professionals eager to start climbing career ladders in the human services. The Institute will build upon the learnings gained over the past three year period. At the same time the Institute will pilot new ways of doing things in line with current revoluntionary trends in higher education. (See VI,p.3.)

Plan of Action: The project calls for the upgrading of thirty indigenous nonprofessionals who have been successfully employed for six months or more in soft-money antipoverty agencies, e.g., Head Start. All thirty will be bilingual in the sense that for them standard English is in effect a second language. Fifteen will be selected from among those for whom barrio Spanish is the first language. The first language for the remaining fifteen will be ghetto nitty-gritty.

There will be two training sessions, each structured around community experience. The first session, summer 1969, will be built around soft-money agency employment. Trainees will register for a five-unit core course: Sociology 226/Education 130. Through Socio 226, they will receive two units of credit for their job (community experience). Education 130 will net them three units of credit. Education 130, Introduction to Educational Assisting, will serve as a bridge between the soft-money job and anticipated hard-money employment in cooperating schools in September.

The project is based on the assumption that it will be possible to place thirty experienced, semi-trained indigenous nonprofessionals in career ladder employment in Los Angeles metropolitan schools. The project itself, pilot in nature, may serve to be the prod needed to encourage two or three school districts to test out expressed convictions about differentiated staffing carried

to the ultimate conclusion of career development. It may also serve to test out lip service being paid to utilization of indigenous aides to bring the school closer to the community.

Employment in cooperating schools will provide the community experience core for the second training session, fall semester 1969. Trainees will register for a second five-unit package, this time Socio 226/127. Again they will receive two units of credit for their job, three for theory. Incidentally, the cooperating schools, like the soft-money agencies before them, will give a minimum of three hours a week released time for college attendance, in this case for one afternoon a week.

Socio 127 will attempt to meet what experience has shown to be the dominant problem in any agency's efforts to utilize and train nonprofessionals - the inevitable conflict between professional and nonprofessional roles. Socio 127 is a new course designed for this purpose. It is called New Careers.

College Credit: The ten units of credit earned by trainees may apply toward Pasadena City College's Certificate Program for Teacher Aides, as well as toward the AA Degree Program for Teacher Assistants. The units are transferable to other community colleges. At the present time they are transferable on a limited elective basis only to four-year colleges and the University. Recent developments portend more realistic articulation. The project may serve to accelerate these trends.

VI The Most Creative and Promising Aspects of the Project

Pasadena City College's EPDA Institute for Teacher Aides will field-test three current trends in higher education.

1) New Careers and/or career development programs, especially as they relate to the emerging concept of differentiated staffing in the public schools.

2) credit for community experience, particularly in view of the upside down, topsy turvy effect upon higher education of the rapidly developing JET approach to problems of the unemployed and the underemployed, i.e., Jobs first, then Education and Training, as against the traditional sequence of general education first, then training, followed by employment.

3) the community college's emerging role in urban extension.

These three trends have emerged from closely interacting social forces over the past few years. They cannot be considered discrete phenomena. Nor are they static. Always changing, they continuously interact one upon the other.

The impact of antipoverty programs upon higher education is becoming clearer. Designed to provide for maximum feasible participation of the poor, the

overriding purpose of antipoverty programs has come to be career development of the indigenous nonprofessionals appearing on the public payroll. Various amendments to original enabling legislation have mandated one pilot program after another in New Careers. Inevitably institutions of higher education have become involved.

The mandated pilot projects have served to test out the validity of the basic New Careers concept, career development, as well as the basic New Careers strategy, i.e., jobs first, education and training later. JET has come to be the major thrust on all fronts in the domestic war on poverty, from compensatory education to jobs-in-the-private-sector (JOBS). JET threatens to turn traditional training for the human service professions completely upside down, forcing colleges and universities to provide professional courses during lower division years. Community colleges have already begun to oblige.

By now New Careers is more than an antipoverty gimmick. It has become an institution, legitimized as part of the educational establishment. There is the New Careers Development Center, New York University, as well as the New Careers Development Program, University Research Corporation cum Howard University, Washington, D. C. Other colleges and universities are climbing the bandwagon. Two bureaus of the U. S. Office of Education are in the act: the Bureau of Research, Career Opportunities Branch; and more recently the Bureau of Educational Personnel Development through their New Career Opportunities Program. (PCC's EPDA project has been categorized as COP.)

Independent, yeasty developments within the human service professions are moving towards New Careers, although not intentionally. One professional association after another has responded to manpower shortages by going on record in favor of differentiated staffing, or at least in favor of utilization of preprofessionals at the technical level. Frequently these pronouncents have been followed by statements importuning community colleges to come up with needed two-year, AA degree curricula leading to employment at the semi-professional level. Many associations, e.g., teaching, still need to come to terms with the concept of career development. They fail to realize, perhaps prefer not to realize, that differentiated staffing is but the prelude, at most a necessary first step, to career development with built-in career ladders. That New Careers is really the name of the game is coming hard to many professions.

Current student demands for more relevant and meaningful curricula, as well as for opportunities for greater involvement and commitment, add volatile ingredients to the anti-establishment mix that seemingly is New Careers.

In the meantime, one community college after another has been attempting to cope with the challenge of the inner city. A case in point is Pasadena City College's three year experiment in urban community development, upon which this EPDA project is postulated. The essence of this urban community development program, it turns out, is none other than JET and/or New Careers. For the program starts with community experience; theory classes proceed from there.

The quintessence of the urban community development program, - and of JET, as well as of New Careers, - turns out to be credit for community experience.

By giving credit for community experience several things happen. Of necessity the accrediting college has to do something about coordinating such experience; credit without coordination is unthinkable, if not illegal. Spelled out, coordination means assignment of adequate faculty time. If the instructor/coordinator is the teacher of the related theory course everybody benefits. The student benefits, for the instructor sees him at work out there in the community; no longer does the instructor have any excuse for not relating theory to the student's job. Something else happens, which is even more important. The instructor/coordinator has to leave his ivory tower and go out into the community. He can't help but be retooled in the process.

As for the agency, it too benefits, provided the coordinator has enough released time to do an adequate job. Both soft-money and hard-money agencies, Pasadena City College is discovering, need help, lots of it, although some are not yet at the stage of admitting their need. Without help soft-money agencies will never be the ports of entry they should be into the labor market. Without help hard-money agencies will never be able to absorb nonprofessionals as New Careerists. Caught in the middle are the civil service agencies, including myriads of school district personnel offices. They need help in rewriting job specifications to incorporate career ladders.

So a new role of the community college is coming to light. In effect, the instructor/coordinator becomes an Urban Agent. Meeting the inservice education needs of New Careerists propels the community college into Urban Extension. For in its agency contacts the college becomes involved in job redesign, that essential first step in career development and/or differentiated staffing. The net effect may be to locate in the community college the kind of expertise that is able to focus upon urban manpower problems whether they be utilization, recruiting, training or upgrading.

This EPDA Institute for Teacher Aides, by providing more faculty time for coordination than is now possible at Pasadena City College, may be able to demonstrate what can and should be the role of the instructor/coordinator as an Urban Agent.

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